

## THIS EDITION

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## Principal's Message



Dear Parents/  
Caregivers/Students,  
The two year programme that we offer here at Marcellin often requires a determination and resilience from students in order to achieve work placements, succeed with their training, secure apprenticeships and complete SACE. **The balance between the training, the education and the work requirements can often be a test to the individual.** Two significant happenings in the world news that occurred recently can be excellent motivational tools for our students.

I have always been a big fan of Alan "Yabby" Jeans, the well-respected and successful AFL coach, who sadly passed away in late July. Alan always wanted his players to extract the best from themselves and used many images to convey the message. One of his favourite sayings was, "Some people make it to the top of the mountain, but they weren't placed there; they had to work hard to get there."

The other significant incident was the success story of Cadel Evans in the Tour de France. Evans represents the typical "Aussie battler", who has had to endure many hardships in his quest for glory. At 34 years of age, many had thought that he was too old to taste success. His determination and resilience to work through injuries and other set-backs, which have prevented him in the past from reaching his goals, have been well documented recently in the press.

**These two examples can be an inspiration to our students** as they seek to secure apprenticeships, complete SACE and look forward to the security of a career. The employability skills framework that is such an integral part of the College

programme can provide the basis for the determination and resilience required to succeed. It is really now up to our students, with the support of the Mentoring staff, to embrace these qualities and incorporate them into their lives.

### WELCOME

We welcome two new staff members to the community. **Scott McLoughlin** has been appointed to the position of Business Development with MTC Training and brings with him a wealth of experience and success in developing RTOs. **Peter Kostiw** has been appointed to the position of acting Principal while I am on leave for five weeks during August. Peter brings with him many years' experience as a Principal and a passion for creative education and training. We welcome both Scott and Peter to our community and wish them well in their roles.

### FIRST AID/RESEARCH PROJECT

The Stage 1 students will experience what the Stage 2 students have recently encountered as they launch into the Research Project. The College has taken the position that we will deliver the compulsory subject in Stage 1 rather than crowding the second year of the programme in Stage 2. This will allow students to focus on work in the second year of the programme and we feel is a sound strategic move to assist the students.

The awareness that First Aid can be critical in the workplace has motivated the College to include Senior First Aid into the curriculum. Students in Stage 1 each year will complete this qualification, which hopefully will provide new skills both in the workplace and in everyday living.

Once again, I would encourage parents and caregivers to contact the appropriate Mentor at the College if there are any concerns or if you would like an update on the progress of your son/daughter.

*Yours in Training and Education,  
Jim Fenoughty  
Principal/CEO*



## A SMART MOVE



The official newsletter of the Marcellin  
Technical College.

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## What's on Campus



Welcome back to all Stage 1 and 2 students for Semester 2. We have a number of key dates for the Semester which I will outline below.

### Stage 1 Key Dates:

Crew A 25/7 to 29/7 introduction to Research Project

Crew A 1/8 to 5/8 Senior First Aid Training (Assessment by the Society for Royal Life Saving)

Crew A 8/8 to 19/8 Training on Mondays and Tuesdays SACE Wednesday to Friday

Crew A 22/8 to 2/09 Workplacement (2 Week block)

Crew B 25/7 to 29/7 Senior First Aid Training (Assessment by the Society for Royal Life )

Crew B 1/8 to 5/8 introduction to Research Project

Crew A 8/8 to 19/8 Workplacement (2 Week block)

Crew B 22/8 to 2/09 Training on Mondays and Tuesdays SACE Wednesday to Friday

### Stage 2 Key Dates:

Yet to be Signed Stage 2 students 25/7 to 5/8 on work placement Signed up Stage 2 students to continue SACE as per Semester 1. (1 day per week)

Yet to be Signed Stage 2 students 8/8 to 2/9 Four week dedicated block of SACE (actual timetable to be handed out at the start of the block)

### Common Key Dates for all students:

Thursday the 11<sup>th</sup> of August is a student free day as all Marcellin Staff are attending a compulsory Mandatory Reporting Training day

Thursday the 18<sup>th</sup> of August will be a student half day as we have another Training session for staff planned on Child Protection Curriculum Training delivered by CESA. All students will finish at 12.30pm.

This Semester offers an opportunity for our Stage 1 students to experience a considerable amount of time in the workplace in their chosen field to gain skills and experience that will help them with their career development.

This Semester will also be very significant for our Stage 2 students as they complete their life as a college student and begin their adult lives.

I look forward to seeing our Stage 1 and 2 students seize the opportunities that this Semester will bring them in educational, training and work related issues. Please ring me on 81869700 or email on [petcha@mtc.sa.edu.au](mailto:petcha@mtc.sa.edu.au) if you would like to discuss these dates or the program for the semester in general.

*Pete Chambers,  
Campus Director*

## SACE Information



The second semester proves to be a defining one for Stage 2 students at Marcellin. Stage 2 students will be working hard to essentially finish their SACE studies as soon as they can so that they can be rolled into full-time apprenticeships.

A reminder that the three SACE subjects for Stage 2 students are Research Project, Trade Principles and Workplace Practices and I encourage all Stage 2 students to seek the necessary Mentors of these subjects to determine what they have left to complete.

Stage 1 students are commencing the term with an intensive two-week program that sees them complete and attain their Senior First Aid certificates as well as getting a start on a Year 12 subject for their following year called 'Research Project'. The idea of getting Stage 1 students to start Research Project this year is so they are not stressed next year and it also allows them to spend more time out at work once they secure an apprenticeship.

Stage 1 students will also commence their 'Trade Units' this semester which will see them completing a unit of work directly related to their trade of choice. The Trade Unit will see them complete practical and theory work and will satisfy English and Workplace Practices SACE requirements.

Please ask your students what topic they are studying for their Research Project as well as the work they have been doing in their Trade Unit.

If there are any SACE queries please feel free to contact me at the College.

Kind Regards,  
Gianni Petrucci,  
SACE Coordinator

## News



### DA VINCI EXHIBITION

On the last day of term two a dedicated group of six students (Michael Hayes, Tim Trussler, Masafiri Rushingika, Jai Loader, Corey Bianco and Damien Hope) of the college's mechanical engineers ventured to the Wayville Showgrounds to learn about the origins of their trade.

The Da Vinci Machines Exhibition provided the opportunity for these students to not only observe, but interact with engineering design ideas that had been conceptualised centuries before their eventual production.

The most remarkable part is, that all these ideas have been

extracted from one man's notes, those of Leonardo Da Vinci. The exhibition is on loan from the Museum of Leonardo Da Vinci in Florence, Italy. The display contained a selection of 60 of his original designs that had been created with the aid of his original 500 year old drawing.



Some of the designs on show included "the bicycle", "spring powered car", "hang glider" and the "air screw", a precursor to the helicopter, Leonardo's life-size robot drummer and the secrets behind Leonardo's legendary robotic lion.



**Above:** Corey Bianco, Jai Loader and Msafiri Rushingika. Interacting with one of the many machines on exhibit

**Above:** A pulley system that students found similar to apparatuses used in operation today

**Left:** Corey Bianco—Mona Lisa



The purpose behind the trip has been for the engineering students to prepare for the Trade Unit in Semester Two, **by gaining ideas and inspiration for a project** that will be based on their findings.

*Andrew Crate,  
Mentor*

## MATHS IN FOCUS



Welcome to the second mathematics column for 2011. With the first semester now complete, the mathematics team are now finalising the results for the Trade Maths unit. With most of the results now coming in we are pleased to report a more than satisfactory level of success.

The newly designed mathematics programme has uncovered a few deficiencies in the general student level of mathematical knowledge. We have tried to improve upon these and feel certain that, as a result, the level of confidence in mathematics has increased. This should only further improve as we move into the Financial Literacy unit of the programme.

The unit is shaped as follows:

### Financial Literacy

Unit 1 : (calculator)	Personal Values
	Identifying Net Worth
	Budgets
	Directed Investigation: Preparing a Budget
	50%
Unit 2 : (calculator)	Credit
	Taxation
	Saving and Investment
	Scams
	Directed Investigation: Preparing a Quote
	50%

The ability to become financially literate and to be able to implement a strategy in order to provide for a solid financial future is becoming increasingly complex. It is important for us to provide our students with the necessary skills to deal with their increasing exposure to consumer pressure. The everyday financial decisions they make are important and will have an effect on their future quality of life and the financial security of their families.

The need to re-enforce core financial literacy concepts such as living within ones means and the responsible use of credit are paramount in this.

The results for the first Unit have been encouraging and, with the implementation of the Trade Support programme in the second Semester, we will continue to address maths in a targeted Trade specific manner while now considering Financial Literacy.

*Alan Cook,  
Mentor*

## Interview



**PETER KOSTIW: “I WANT TO BE ABLE TO CONTRIBUTE.”**

**As we wrote before our Principal/CEO Jim Fenoughty is taking leave for five weeks from August 1<sup>st</sup> until September 5<sup>th</sup>. In his absence, Catholic Education has appointed Peter Kostiw as the acting**

**Principal for this period.**

**So, we decided to talk to Peter about his career in education, his expectations from his time at Marcellin and what are the similarities between the vision of Marcellin Technical College and Dominican School.**

**Peter, tell us about your education and work experience. How did you come to work at Dominican School in Semaphore?**

After graduation at Unley High School I started in a cadetship as an Electrical Engineer at General Motors Holden. At the same time I was doing an Electrical apprenticeship at the factory. But then I realised that wasn't for me, so I came back to university and studied teaching. I finished in May of 1978 and started teaching at Dominican School in Semaphore. I taught there for a few years and then went to the Catholic Education Office as a Curriculum Consultant. I worked there for several years specialising in Social Studies and working with all catholic primary schools around South Australia. From there I went to another school and worked there for about five years – Our Lady Queen of Peace in Albert Park.

After that I became principal of St. Monica's Parish School in Walkerville. Then I moved to Antonio Catholic School at Morphett Vale and in 2001 I started at the Catholic Education Office as a Senior Education Advisor in the Human Resources Services team. I was with Catholic Education for three years and then in 2004 I noticed that the Principal's position at Dominican School was available. That was the first school I taught at, that was the school where my two children went, so I applied for it. This is my 8<sup>th</sup> year there.

**Why did you decide to be a teacher and connect your life with education?**

I really love working with people and it was my biggest disappointment as an electrical engineer and electrician that most of my work was with machinery. That was the main indicator for me that education was the best way for me to go.

I've been lucky that I worked either with children from five to twelve years of age or adults when I was an Advisor: all my work was with teachers, then in the Catholic Education HR team all my work was with principals. I was also responsible for identifying

future leaders, organising all the training and development for leadership programmes. I was responsible for the coordination all assessment and appraisal of leaders, for leadership appointments and selection processes. I was working predominantly with leaders.

**Have you ever used your electrical experience?**

Yes, I have and I do. I'm a musician. As a musician I use my electrical skills for light and sound systems. Also we now having a recording studio where my skills are quite handy.

Our school is specialising in the Arts. We have our own recording studio. We have a broadcasting FM radio station, so parents can listen to their children in their cars or at home. We also have our own television studio and film production facilities. Having all that electrical background means I can organise and do lighting, sound and all of those sorts of things. It's been very useful.

**Do you see that your school is different from other schools? How?**

It's very different. **I am not aware of other primary schools that have developed the expertise that we have** or that have developed the equipment we have. You might find it in some secondary schools but not in primary setting. We have five-year-old children that are able to make films and email them to their parents. That's pretty special. Our Year 7 students are often invited to present at conferences and asked to make films for educational practice. Film making, radio production and music are very high in our areas of specialisation and it does make us different.

**We also choose not to teach in traditional classrooms but have created learning spaces and learning centres** which involve several people – not just one teacher for one group of children. In setting up learning environments like that we are actually encouraging our young people to be more proactive, more self-determined with their learning. Having an influence and creating learning centres is different and we are pretty passionate about them.

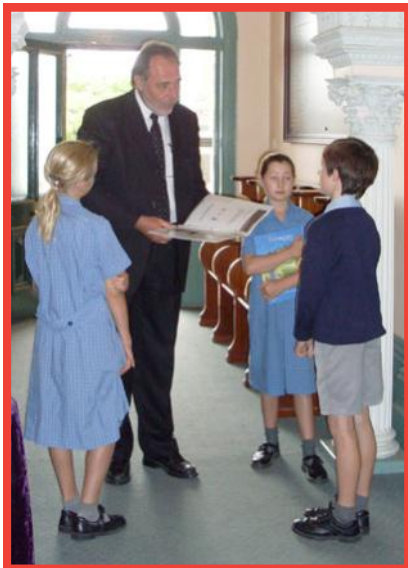
**Can you tell us about Dominican tradition and how you follow it at your school?**

Dominican schools and organisations have their central focus on a Latin word 'veritas', that means 'truth'. In our case we look at it as a quest for truth. It's that passion to find and search for the truth. Being able to ask questions, being able to research, being able to probe. Sometimes there are things that are not so popular and asking questions that are not the easy questions. We can only encourage our students to do that.

Our core values are prayer, study, community and ministry. Dominican has a very rich tradition: goes back to 1200. But we are not a traditional school – it's very different.

**How do you see the best educational model?**

I think that **the best model is to create a learning community**, so that lots of people are involved in the learning



process. One of the things that I like here at Marcellin is that it's a learning community. Everybody I've encountered here is a part of learning – learning themselves, helping others to learn. I find it very exciting. At our school we have a similar belief. Although, we are a primary school, we found a way. We run training programmes for adults, so the **parents of our students get involved in our**

**school's activity.** Our training programmes help and prepare them for re-entering the workforce. Children go to school and their mothers have a lot of time, but they can't work full-time. They need to work hours that suit their lifestyle. So they are working part-time at school. We include them in an Education Support Officers group. They can work in our resource centre, in classrooms, at the front office, in finance. We run training programmes to help people to re-skill and learn about those areas of work. The benefits to our school are great. These people learn and do a lot of work experience – it's a great pool of volunteers. In the end they receive a reference from us. They've got first-class experience, so they can walk into schools and do the job. We give them a chance to start working again. Unfortunately, we can't give them a qualification, because we are not an RTO.

**We also run programmes for leadership development.** At the moment we've been able to help four people become leaders, 17 parents get positions in Catholic Education. Our leadership development programme for teachers is a very successful programme as well. We are not able to offer any qualifications, but it works for people – they are really keen to get involved in.

#### **What expectations do you have during your time at Marcellin?**

I hope to learn about the community here, the culture of the college, about the people and the amazing work they do for young people here. In the times that I've been here and seen what exists here for young people I think it's absolutely fantastic.

I want to be able to contribute. I don't want to just come here and walk around. I really would love to contribute in some way – whether in knowledge and expertise that I have at Dominican School in radio, television and film production and music recording or in some other ways. What people do here is quite exceptional, so I hope to learn a lot.

#### **Is there anything that you would like to recommend to change or improve here?**

I'm still learning about Marcellin, so can't give any recommendations.

But there is a thing that I'd suggest never ever change: **that's the quality of people.** There is a level of professionalism which needs to be recognised and acknowledged. People here have an amazing level of expertise and fantastic experience. I have seen here incredibly creative and professional people. I hope people don't take it for granted.

Also I have listened to conversations between the mentors and the students. It's really exemplary. That's the way you'd hope that all teachers would talk to students or young people. It's engaging and highly-relational. It's not what you would see in all schools. I'd say whatever happens don't lose that. It's very special. You don't see it often, but when you see, it's noticeable. People that work here are very passionate about their work and that's sensational to see. When you get people like that in an organisation, the organisation is really blessed.

#### **How do you see that your experience here would be useful for Dominican School Semaphore?**

We are really interested in your experience with the RTO. I'm hoping to see if there is some way for us to work with you. So the work that we do can be somehow accredited through RTO. MTC Training can give us a better understanding and better way of going about courses that we run.

I also would like to have further conversations with people here and find out **how we can help Marcellin** and promote you in the western suburbs.

#### **Tell us about your background. Do you speak any other languages?**

My dad was Ukrainian, my mum was Russian. My wife's parents were Polish. I know enough of Polish and the whole range of European languages. First area of music I was involved in was in European clubs. Our band played for Russian, Polish, Ukrainian, Latvian, Lithuanian, Estonian, German and other clubs. So I know enough of those languages to keep me out of trouble or get me in trouble. Unfortunately, I have forgotten most of them and can't speak now, but I can understand.

#### **What do you like to do in your spare time? You are a musician. Tell more about it.**

I can play a bit of piano, bass guitar, drums, percussion. I also sing. When I was at uni, I studied saxophone for a while. I'm not gifted in any instrument but I like to do a whole range of things. In the band I'm in now I sing and play percussion.

I like travelling and sport. I love fishing on a boat with my son and friends. I love going out for dinner and I appreciate good food and Australian wines.

#### **Peter, do you have any message for Marcellin staff before you start here?**

Just **a big thank you for the way I've been welcomed** and for the way everybody has taken time to make me feel welcomed and have conversations with me. Thank you for being honest and sharing your thoughts and feelings with me. A huge thank you everyone!



### **MTC TRAINING DEVELOPS A NEW WORKFORCE DEVELOPMENT PRODUCT TO SUPPORT SMALL, MEDIUM AND LARGE BUSINESSES**

In today's fast-paced world it is essential for people to be job-ready and up skilled in business or organisations to help them meet its strategic growth objectives, however assessing organisation's skills gaps and workforce development needs can be a daunting and complex task.

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Karen Thornham  
General Manager MTC Training

### **IMPORTANT: COURSES DATES**

#### **White Card**

19 August  
16 September  
21 October  
18 November

#### **Test and Tag**

26 August  
23 September  
28 October  
25 November

**Certificate IV in Training and Assessment**  
(3x 5 day sessions – all compulsory)  
29/8 – 2/9, 17/10 – 21/10, 28/11 – 2/12

### **NEW APPRENTICESHIPS**

Congratulations to:

- **Daniel Morgan** signed Construction apprenticeship with Creative Commercial Interiors
- **Lloyd Coulson** signing Electrical apprenticeship with Bluestone Electrical
- **Lachlan Davis** signed Electrical apprenticeship with Active Electric Controls (third apprentice signed from the college)

**CONGRATULATIONS!**

ANY  
QUESTIONS  
ABOUT OUR  
COURSES?



## Our People

**SAM NORMAN: "I LIKE TO GET INVOLVED IN EVERYTHING THAT IS HAPPENING AT THE COLLEGE"**



Working in the automotive industry can be very rewarding. The jobs are safe, mobile and intellectually challenging. Guys who know cars and what's inside them are the best friends for everyone. Can you imagine your life without your car?

These guys who seem to be interested in the mix of many disciplines not only chose a very good profession with a lot of future prospects, but also followed their dreams.

We'd like to introduce you to Sam Norman, Stage 1 student, one of the best students in Automotive who does in life what he most likes and who tries to get involved in college life. Sam participated in Open Day and helped to promote college.

**- Sam, tell us about yourself. How did you find out about Marcellin Technical College?**

- I'm doing stage 1 in Automotive. I came here from Sacred Heart College. They told us about Marcellin. I always wanted to work with cars, learn about it more.

**- Why did you choose Marcellin?**

- I was going to try TAFE or something else and see how I go. I knew a few people who'd come here from my school and I've heard good things about it. So I thought to give it a go.

**- Why cars? What's so interesting about it?**

- I think my interest was based in my family. My grandpa showed me how to work with cars before I knew anything. He always told me everything he knew about cars and he really enjoyed it. So I thought I'd do something that I really like and learn more about it.

**- What would you like to do after you finish your studying?**

- I'd like to travel to different countries and see how they work

with cars, what their workshops look like. It's really interesting for me to see how they are different to Australian/European cars.

**- Sam, what do you like most about studying at Marcellin?**

- I like the fact that **everyone here knows what they are doing**. I can go to any trainer here (for example we work with Electrical or Construction trainers and can ask them some questions) and they seem to know what they are doing and they can help with all sort of questions other students and I might have. They have all this practical experience and it's just a lot easier to learn this way. In general, I like studying here.

**- What don't you like most?**

- Nothing really. Just getting up early, maybe.

**- Did you have your work placement already?**

- Yes, I just came off from two-week work placement at Lubemobile.

**- Share your thoughts about it?**

- We worked at workshop at the college, but at the work placement they are completely different. We drove around people's houses or where they worked, fixed their cars. It was very hands-on.

**- What do you think about college environment comparing to normal schools?**

- It's very different. On Monday-Tuesday we are working at workshop – it's two solid days of just working with cars, on Wednesday there is always something different, on Thursday-Friday we're studying SACE. Instead of just doing five days of school we're doing something different every day and there are much more practical work. It makes things a lot more interesting.

**- Is anything that you would change here at the college?**

- I think everything that students need is already here. We've got Resource Centre which is wonderful and we can go there any time. Mentors are much more easier to deal with than teachers at normal school.

**- What do you like to do at your spare time?**

- I've got a car now and I like to play around with it. The rest of time I just stay at home and watch TV. Like Top Gear, of course. This year I went to CLIPSAL 5000 first time and it was very good. I learned heaps and enjoyed the show.



## Marist Solidarity Group

This year Marcellin Technical College has formed a group named Marist Solidarity; 6 students from the group have been selected to travel to Santa Teresa in November to join indigenous students currently attending our College to do a construction project in their community. The objective of the trip is for our Indigenous students to showcase their skills to their community and for our students to work alongside them and learn a little about their culture.

**On Saturday September 3<sup>rd</sup>** we will be holding our **Inaugural Quiz Night** here at the College to raise money for the project. We are hoping to gain sponsorship for the evening from people or organisations connected to our College. Sponsorship may be in the way of a prize ie bottle of wine, or it may be financial. Our intention is to promote sponsors by having a digital projector projecting their organisation's details throughout the evening. Sponsorship money will go toward travel, accommodation and materials and prizes will be auctioned on the night.

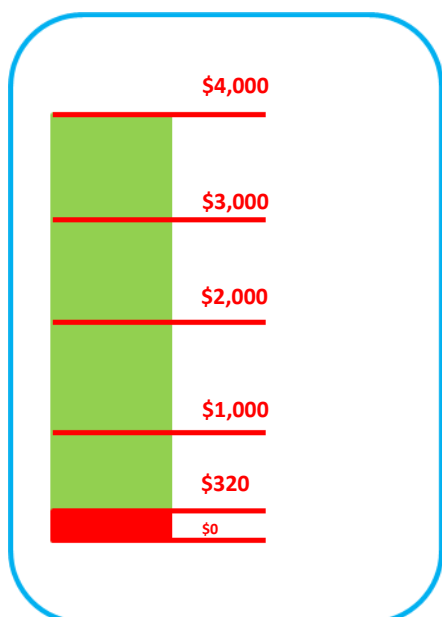
**If you are interested in either donating or joining us on the evening** could you please express your interest via reception by **Monday August 15<sup>th</sup>**. We are hoping to organize tables of 6-10. Tickets for adults are \$10 and students \$5. It is byo snacks and drinks. There will be a door prize as well as prizes throughout the evening.

We look forward to seeing as many people on the night as possible.

*Marist Solidarity Group*

## We have raised

Marist Solidarity group is raising money for trip to Santa Teresa. Our goal is \$4,000. We have currently raised \$320 through Sausage Sizzles at the College.



If you have ideas how to help our guys to make their trip to Santa Teresa happen, talk to Luke Harris or Andrew Dale, mentors.

## WANTED!

### auction items for Inaugural Quiz Night

- Different vouchers
  - Tools
  - Clothing (new)
  - Electrical items
- Cakes and other food
  - Surf lessons
- Pictures and other crafts
  - ??????

**Donate by Monday August 15th.**

**Ask Luke Harris or Andrew Dale**



**City to Bay fun run! Register interest to be part of the Marist Solidarity's efforts to raise money for our immersion program. Contact Andrew Dale on [anddal@mtc.sa.edu.au](mailto:anddal@mtc.sa.edu.au)**

## Happy Birthday in August

- Glenn Miller, Industry Consultant MTC Training
- Timothy Lawrie, Stage 2
- Jack Sutton, Stage 3
- Stephen Teivans, Stage 2
- Adam Webber, Stage 2
- Zackory Wilson, Stage 2
- Harrison Peach, Stage 2
- Ysobel Patch, Stage 1
- Peter Walsh, Stage 2
- Liam Bates, Stage 1
- Luke Szeitz, Stage 1
- Joshua Outram, Stage 1
- Samuel Norman, Stage 1
- Cameron Griffin, Stage 1
- Christopher Herriman, Stage 1
- Harrison Michelbach, Stage 1
- Jordon Midson, Stage 1



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